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ABSTRACT

This annotated bibliography contains 92 citations of journals, newspapers, and government publications from Pakistan published January through March, 1978. Entries are arranged alphabetically by author in 21 categories which include: administration, organization, and financing of education; adult education; curriculum; educational goals; planning, reforms, and research; elementary and secondary education; examinations; languages; libraries; medical, science, and teacher education; teaching methods and media; technical education; textbooks; women's education; and higher education. An author index concludes the document. (KC)

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SELECTED BIBLIOGRAPHY AND ABSTRACTS OF OF EDUCATIONAL MATERIALS IN PAKISTAN

Vol. 12 No. 1, 1978.

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January-March 1978

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Compiled for the Office of Education, U.S. Department of Health, Education and Welfare, and the National Science Foundation, Washington, D.C. by Geti Saad.

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CONTENTS

			Page
1.	Administration, Organization and Financing of Education.	...	1
2.	Adult Education.	...	1
3.	Curriculum	...	2
4.	Education Goals.	...	3
5.	Education Planning.	...	4
6.	Education Reforms.	...	6
7.	Education Research.	...	8
8.	Elementary and Secondary Education.	...	10
9.	Examinations.	...	12
10.	Languages, Teaching of.	...	14
11.	Libraries.	...	20
12.	Medical Education.	...	20
13.	Science Education.	...	22
14.	Teacher Education.	...	22
15.	Teachers.	...	22
16.	Teaching Methods and Media	...	25
17.	Technical Education.	...	26
18.	Textbooks.	...	27
19.	Women's Education.	...	28
20.	General	...	30
21.	Higher Education (Special Section)	...	36
22.	Writer's Index.	...	42

ADMINISTRATION, ORGANIZATION AND FINANCING OF EDUCATION

1. AHMAD, Mushtaq. Educational Thumb Prints --- Morning News (Karachi) March 16, 1978.

A news item about the discovery of two primary school teachers putting their thumb impressions on the salary slips has apparently shocked the intelligentsia in Pakistan. As it was not the first salary they had drawn, they cannot be accused of misappropriation. Neither the fact of employment, nor the nature of service was concealed by the incumbents. The guilt of concealment lies at the door of educational authorities responsible for their appointment and connivance at the continuance of their service. The authorities were perhaps satisfied with the performance of the teachers, or else they would not have remained silent all these years, or, may be, there was a quid pro quo of which we were not aware. If education had made the educationists fraudulent, the teachers have wisely decided to keep themselves uneducated. By doing so they have rendered a great national service.

2. Budget Statistics on Education of the Central and Provincial Government 1970-71 to 1976-77 --- Islamabad, Ministry of Education. 1978.

This report has been compiled by the Statistical Section of the Bureau of Educational Planning and contains the statistical information of expenditure on Education in Pakistan and its provinces for the years 1970-71 to 1976-77 in detail, and from 1947-48 to 1976-77 in brief.

The report consists of four parts. Part I contains interpretation of the data presented in the report. Part II gives the detailed expenditure for the year 1976-77. Part III consists of the budget statistics on education for the period of six years, from 1970-71 to 1975-76. Part IV has two tables of expenditure data from 1947-48 by sector of education and comparison with the entire volume of national and provincial budgets and with the G.N.P.

ADULTS EDUCATION

3. HUSAIN, Mohammad. Ta'aleem-e-Balighan (Adult Education) --- Imroz (Lahore) January 17, 1978 (U).

The project of adult education in the Punjab could not be started because of the shortage of funds. The TV programs on adult

education have been discontinued for the alleged reason that Works Program cannot financially assist the project. Thus, about 450 TV sets that were purchased for adult education are lying idle in the Union Councils.

The percentage of illiteracy is rising not only in the rural areas but also in the urban areas. According to statistics, there are 60 to 70 per cent of illiterates in our big cities. Unfortunately, however, no attention has ever been paid to this problem. The best method to reduce the ratio of illiteracy is to utilize all big and small educational institutions for the spread of adult education. A full-fledged movement of adult education should be launched in rural and urban areas, and all educated persons should be invited to take active part in it. All mosques can be utilized for this purpose. Adults should be educated in their own mother tongues.

CURRICULUM

4. FATMA, Niaz. Nisab Ki Taiyyari Aur Working Teachers (Preparation of Syllabus and Working Teachers) --- Mashriq (Lahore) February 10, 1978 (U).

Ours is a developing country, and it cannot bear the burden of a system of education that is not purposeful and meaningful.

It is unfortunate that while preparing the syllabus, educationists do not care to inform the working teachers about the work. There is not a single textbook that has been prepared by a primary or secondary school teacher. Is it because these teachers are not supposed to be capable of writing textbooks for the primary or middle class?

Textbooks for boys and the girls should be different. Unless teachers are assigned the responsibility of preparing the textbooks, the standard of education would not improve. It is high time our educationists took note of this.

5. JAFERY, Basharat Ali. Ta'aleemi Inhetat (Educational Deterioration) --- Jang (Rawalpindi) January 30, 1978 (U).

The following are the important causes of educational deterioration: 1) Frequent changes in the syllabus, and 2) the ignoring of national and religious considerations while preparing the syllabus. If we compare the syllabus of today with that of ten years ago, we see that the syllabi prepared in the past years were far better than those of the present. Frequent changes in the syllabus not

only disturbs the mind of our students but also add to the financial troubles of their parents. The expenditure on education has soared considerably, and the standard of education has fallen in inverse proportion. Now-a-days the syllabus is prepared by a person who is Ph.D. in the subject. The result is that the standard has become so high that a student of class I or II is unable to understand the questions.

EDUCATION GOALS

6. SIDDIQI, M. Raziuddin. Outline of an Integrated System of Education --- The Varsities (Karachi) Vol. III (1): 3 - 7. January-February, 1978.

Our population is divided into three groups. The first group comprises those who have completed their education in the Western type schools, colleges, and universities. The second group consists of those who have studied in Maktabs or Institutions like Deoband and Nadva. The third group is of those who have received no education at all. This third group needs our utmost attention. The question is what sort of education should be given to the mass of citizens in Pakistan, and what should be its curriculum. While pondering on these questions, it would be necessary to keep in mind the sharp split which exists between the two groups of educated people.

The writer presents the outline of an integrated system of education which would take care of the division now existing between these two groups. After a discussion of the outline, the strategy of the proposed system is described.

7. TARIQ, Sadiq Husain. Nizam-i-Ta'aleem Ki Tashkeel-i-Nau (Reorganization of the System of Education) --- Nawai Waqt (Rawalpindi) February 28, 1978 (U).

Here are a few suggestions for the re-orientation of the present system of education: a) The establishment of a translation Bureau is indispensible because most of our educational and literary treasures are scattered in Arabic, Persian, English, Turkish, French, German, and Spanish languages. b) The promotion of Arabic language in our country will make it easy for our youth to fashion their lives according to the tenets of Islam. c) The teaching of science and technology is popularized throughout Pakistan. d) It is imperative that Urdu should be immediately made the medium of instruction at all levels. At present there are two kinds of schools running in Pakistan - general and public or missionary schools. In the general schools the medium of instruction is Urdu, while in public or missionary schools the medium of instruction is English. This distinction be removed immediately.

EDUCATION PLANNING

8. AMIN, Mohammad. Nai Ta'aleemi Policy Aur Islami Taqazey (New Educational Policy and the Islamic Imperatives) --- Mashriq (Lahore) March 20, 1978 (U).

It is heartening to see that the present government is making every possible effort to introduce a new educational policy compatible with the Islamic teachings and traditions. The following suggestions may prove helpful in this connection: 1) The parents and the guardians should follow the Islamic principles in letter as well as in spirit, so that the children may emulate their example. 2) The teachers in schools, colleges, and universities should also be made to follow the Islamic principles in their day-to-day life. 3) Along with other subjects, religious education should be made compulsory in our educational institutions. 4) Co-education should be stopped forthwith.

9. MAHMOOD, R. Education Policy --- Pakistan Times (Lahore) March 1, 1978.

The Education Policy (1972-80) had recommended measures for radical changes in the existing system of education and for bringing it in conformity not only with our socio-economic requirements and national aspirations but also with technological advancement in the rest of the world. This is 1978, and just two years remain of the eight-year period. We seem to have done nothing during the last six years for realizing the objectives set forth by the authors of the Policy.

One of these objectives was to achieve a 'massive shift' from an education dominated by a study of the liberal arts to one dominated by a study of the sciences. The massive shift has certainly taken place, but it is a shift away from the sciences and exclusively toward technical subjects. The shift toward professions like medicine and engineering will not only affect the quality of the product of these institutions but also impoverish our departments of the liberal arts. Added to this is the massive exodus of competent and qualified people from the country. Our research organizations and universities are obviously going before long to be dominated by mediocres.

10. MALIK, Mazhar Ali Khan. Education Planning --- Pakistan Times (Lahore) January 6, 1978.

Let us take the issue of English language versus our National Language Urdu. A language is nothing but a means of communication.

If English is a universal language, and it increases our communicative power, there is nothing to fear that it belongs to our erstwhile rulers. Pakistan needs a language as "a window to the world". It could be English, French, German, or Russian. English, being the most widespread, is the best choice. That English is already well understood and spoken in Pakistan is a blessing in disguise. Similarly, Mathematical analysis can be developed to examine whether the yearly system of examinations is preferable and whether the semester system is better suited to the circumstances in Pakistan.

Conflicting goals of spreading quick education and maintaining its quality can be analytically studied. In short, advantage must be taken of the modern-day Quantitative Planning Techniques. These quantitative techniques were developed by engineers, primarily to maximize profit or minimize cost in factories, in the beginning of this century in USA. By the middle of this century, these techniques invaded the field of Economic Planning and are lately being transferred to social fields like education, health planning, population control, tourism development, etc. The situation in other developing countries is not different. They too must profit from the new knowledge in Quantitative Planning.

11. MALIK, Qayyum. Education: Right System Wanted --- Morning News (Karachi) January, 1978.

We have almost always had the correct education policy but we lacked the right system to implement it. Our present education policy covers the higher objectives as well as the material goals. The higher goals like character-building and inculcation of love for moral values were, however, inexcusably left out. The material goals have been consistently pursued. Our education policies have aimed at producing a large number of scientists, economists, agricultural experts, and others with the requisite skills to make a positive contribution toward building Pakistan into a strong nation. The result, however, has been quantity minus quality.

The increase in the number of primary schools is an example. To expand primary education, new schools have been opened but they provide little education. The quantity is reassuringly large; the quality is scandalously poor. Because of the fact that English is the official language and is the medium of instruction at college and university levels, the education policies always stressed the importance of this language. But the right system to teach better English is lacking. The sole beneficiaries of the English-medium school system are the children from English speaking Pakistani homes with a sprinkling of outstanding bright and exceptionally hardworking boys and girls from ordinary

homes.

A pertinent question is whether the standard of education in the Urdu-medium schools is higher. The answer is no. The students of these schools are shockingly deficient in their knowledge of all subjects, particularly English. The conclusion that something is wrong with our system of education is inevitable. We do not seem to know how much of a subject is to be taught at school age and in what manner.

12. USMAN, Mohammad. Mujavvaza Qaumi Ta'aleemi Council (The Proposed Educational Council) --- Imroz (Lahore) January 9, 1978 (U).

Certain quarters are of the opinion that a national educational council should immediately be set up to give new direction to our system of education. The question is what duties the educational council would perform, and how. The University Grants Commission is there to bring about coordination in syllabi, the system of examination and the method of teaching. Thus, it is hard to guess what more the National Educational Council is expected to do.

There is yet another question to be answered: What type of people would be selected for the membership of the proposed Council, During the last thirty years a number of Commissions and Councils were created but our educational problems are still there as acute as ever. The continued failure of the department of education in this sphere clearly brings out the fact that something is basically wrong somewhere in our education department.

EDUCATION REFORMS

13. ALI, Anita Ghulam. Standard of Education - Responsibility and Change --- Dawn (Karachi, January 13, 1978.

Frequent changes in the courses of study and non-availability of textbooks, cause uncertainty and anxiety in the student. There is great dearth of sports clubs. Lack of organized group activity has led youngsters to develop a-frog-in-the-well attitude.

We have water-tight compartments of Arts, Science, and Commerce. Because of the prescribed variety of subjects in each compartment, students from one compartment are totally incapable of comprehending the simplest problems of the subjects of the other compartment. Colleges have to restrict the combinations that can be offered because of the shortage of teachers. It is considered "uneconomical" for a department to have fewer than 100 students per teacher per class. This is especially so in the case of subjects like General

History, Psychology, Geography, Logic, Persian, Arabic, and Mathematics.

The proposal to make Mathematics compulsory in all faculties seems to have been dropped. This is most unfortunate, particularly in view of the fact that Mathematics is not just a subject but a discipline in itself.

If Third Divisioners cannot get admission to colleges, openings must be provided to them in various trades and technologies. Money spent on their education should not be allowed to go waste? Industry also can be gainfully associated with education by inviting it to hold the practicals of the polytechnic courses in the factories through a "sandwich type of program"

14. HUSAIN, Sabir. Bamaqsad Ta'aleem (Meaningful Education) --- Imroz (Lahore) January 22, 1978 (U).

We always chalked out beautiful schemes for reforming our system of education but dismally failed to put them into practice. None of the systems devised so far yielded the desired results. The objectives of education were to promote Western culture and prepare staff for public offices. Of courses the number of educational institutions has tremendously increased meanwhile, but the tragedy lies in the fact that the standard has fallen.

It is, however, encouraging to see that certain changes have been made in the present system of examination. Now the examinations at the level of secondary and higher secondary have become the responsibility of secondary educational boards. Semester system has been introduced for the post-graduate examinations. The scope of technical education has been widened. Despite all these steps the standard of education in general is falling and the students freely cheat in the examinations. What is immediately needed is to pay more attention to the question of reforming the present system of examinations. Unless cheating in the examination halls is stopped, the pass percentage will continue to fall.

15. LODHI, Ibadur Rahman. Qaumi Taqazay Aur Hamara Nizam-e-Ta'aleem (National Imperatives and Our System of Education) --- Nawai Waqt (Rawalpindi) January 5, 1978 (U).

The present system of education is full of defects and drawbacks. The medium of instruction in our schools and colleges. Urdu, though claimed to be the national language of the country, has been totally ignored. Every government that comes into power promises to give Urdu its rightful place in the system of education. But English is going strong as ever.

Our national imperatives demand that English should be immediately replaced by our national language, Urdu.

Again, we have to be very cautious in the appointment of teachers, particularly for higher education. First divisioners in M.A. usually sit in the competitive examinations, while the second and third divisioners try to become teachers in a college. As teaching is not their passion, they pay little attention to their profession. The result is obvious. This attitude of the teachers directly affects the standard of education. The national imperatives should always be kept in view, and the present system of education should be reformed.

EDUCATION RESEARCH

16. KHAN, Ehsanullah. Namunat·ndi Ki Ahmiyat Aur Tehqiqi Tareqaekar (Importance of Sampling and Research Methodology) --- In: Ta'aleemi Tehqiq, 49-75. Lahore, Book Traders. 1978 (U).

Research on any problem is not limited to the use of tests and issuing of questionnaires. The researcher has to use many other suitable methods in accordance with the nature of the problem. So it is necessary that the researcher should know all the different methods.

These methods and their sampling and requirements are discussed under the headings: 1) Sampling; 2) advantages of sampling in research; 3) how to make sample; 4) kinds of sampling; 5) data collection instruments; 6) questionnaire; 7) preparation of questionnaire; 8) interview as method of research; 9) observation; 10) use of tests for securing data for research; 11) tests in research; 12) kinds of tests; and 13) qualities of a good test.

17. KHAN, Ehsanullah. Sainsi Tarz-e-Tehqiq Aur Ta'aleem Mein Tehqiqi Masalay Ki Naueeiyat (Scientific Way of Research and Nature of Research Problem in Education) --- In: Ta'aleemi Tehqiq, 37-48. Lahore, Book traders. 1978 (U).

A number of educational problems which require research are not objective and are theoratical. However, these problems also require the process of scientific research. Whatever be the research methodology, the scientific research demands clear spelling out of every stage of the research. Therefore, the first stage is the determination of the problem and its explanation. Then comes the matter of necessary information and its analysis on which

conclusions are drawn.

In the present chapter, the writer describes the various steps involved in connection with the selection of the problem which is the base of any scientific research.

18. KHAN, Ehsanullah. Ta'aleem Ka Ehatakar Aur Tehqiq Kay Chand Wasitar Mauzuaat (Scope of Education and Broader Subjects of Research) --- In: Ta'aleemi Teqiq, 142-176. Lahore, Book Traders. 1978 (U).

The importance of research in the field of education is now well accepted in Pakistan. It is pointed out that educational objectives determine the scope of educational research.

The nine important fields of educational research are: 1) problem of human character and its development; 2) educational curriculum and its development; 3) teaching, and methods of teaching; 4) social and economic factors that influence education; 5) educational administration; 6) educational technology and use of machines in education; 7) individual differences; 8) background of educational system; and 9) basic question of education. It is briefly discussed how educational research in these fields is to be conducted and with what advantages. A number of topics have been suggested for educational research.

19. KHAN, Ehsanullah. Talaba Aur Tehqiq (Students and Research) --- In: Ta'aleemi Tehqiq, 108-141. Lahore, Book Traders. 1978 (U).

Now-a-days, students of education are regularly taught theoretical and practical aspects of research technology. How to conduct research and prepare a thesis is given under the curricular activities of the students.

The concept of research and its various aspects are discussed under the headings: 1) What is research problem and the difference between a research and non-research problem; 2) various methods of acquiring knowledge and place of scientific research in them; 3) analysis of different definitions of educational research; 4) summary of definitions of educational research; 5) eight steps of educational research; and 6) qualities of a successful researcher.

20. KHAN, Ehsanullah. Tehqiq (Research) --- In: Ta'aleemi Tehqiq, 9-36. Lahore, Book Traders. 1978 (U).

Curiosity lies in the very nature of man. It is satisfied through the process of research which involves observation and

reasoning. The term "research" is defined, followed by a discussion on the definition of scientific research in modern times.

The subject of research is discussed in some detail under the headings: 1) three sides of research-theoratical or basic research; factual or applied research; and practical or action research; 2) characterstics of research; 3) different methods in the acquisition of knowledge; 4) research and scientific way of thinking; 5) educational research, 6) status and need of research in society; and 7) need of research in Pakistan.

21. KHAN, Ehsanullah. Tehqiq Mein Library Ka Istemaal (Use of Library in Research) --- In: Ta'aleemi Tehqiq, 177-192. Lahore, Book Traders. 1978 (U).

Human knowledge is preserved in books and books are stored in libraries. Therefore, a researcher must know the proper use of a library. In Pakistan, libraries are few and far between, and even these libraries are grudgingly used. This is a big problem for our researchers. In fact, without the use of library the work of research cannot be accomplished.

In order to guide the researchers how to consult the various reading material, a knowledge of the working of a library is necessary. The writer briefly discusses the various facets of a library and in the end gives some guidelines for better study.

ELEMENTARY AND SECONDARY EDUCATION

22. ADIL, Hasan. Primary Education - A suggestion --- Morning News (Karachi) March 25, 1978.

The problems of primary school children are more serious than the problems of secondary school students. The problem consists in the shortage of primary schools. In the existing primary schools, whether in government or in private sector, the strength of a class averages between 60 and 70. This situation, obviously does not make for efficiency in teaching or learning.

The obvious answer to this problem is to open more primary schools in different areas. Classes I and II should be attached to pre-primary or what are commonly known as K.G. schools. These institutions should remain outside the administrative control of the Government. The accommodation and money thus saved in primary schools can be used for providing new primary schools in areas that need them most.

23. JABIN, Hamida. Schoolon Mein Dakhley Ka Mas'ala (Problem of Admission in Schools) --- Mashriq (Lahore) January 14, 1978 (U).

Every year students have to face the ordeal of admission to schools at the start of academic session. No solution has yet been found by the authorities. This acute problem can be solved if 100 new sections for class I, 65 sections for Class VI, and 35 sections for Class IX are opened in every city. These sections can be opened in the second shifts of both the Government and the nationalized schools. The first, sixth, and ninth classes are the important stages in schools where majority of students seek admission. In order to ease the situation new institutions should be opened in all the important cities of the country. The situation is worse in the rural areas. Although majority of our population lives in the rural areas, the number of primary or secondary schools there is negligible. More attention should be paid to the rural areas in our country.

24. MALIK, Qayyum. Primary Education - A New Plan Needed --- Morning News (Karachi) February 1, 1978.

The first step toward the goal of better education is sound, useful learning at the pre-primary and primary levels. The educational structure needs a strong foundation.

If we are not producing first-rate scholars at the university level, it is because the college students who go in for university education are not up to the mark. These college students have little to show by way of educational attainment, because the boys and girls who pass the matriculation examination are not properly educated. If the secondary school students are weak in their studies the reason is that the primary schools turn out poor stuff. It is this stage that determines whether a child will have a liking for learning, whether he will be a good pupil, and whether he will fare well in higher studies.

The benefit of pre-primary education is enjoyed by about 0.01 per cent of the children, that is, the sons and daughters of the affluent. The rest have no access to nursery, kindergarten, or the Montessori schools. They are introduced to learning through crude methods, which develop in them a life long distaste for education. Our policy makers should prepare suitable textbooks with contents that would be appreciated and grasped by young minds.

25. USMANI, Wahi . Bacchon Ko Dakhla Nahin Milta (Children Not Getting Admission) --- Imroz (Lahore) March 31, 1978 (U).

The problem of fresh admissions to primary, middle, and secondary

schools has once again become a formidable problem. Both students and parents are running from one school to another but with no avail. This problem has brought nothing but deception and disappointment to the parents. They have brought a sort of doubts and disallusionment to them about the utility of education under the circumstances. Unless traditional methods for the dissemination of education are given up and positive steps to combat illiteracy in the country are taken, the problem of illiteracy will continue to grow in value and intensity.

It is said that the shortage of school buildings is the greatest impediment in the way of education. In order to save the situation, the mosques all over the country should be utilized. All educated men and women should volunteer to work as teachers for stemming the tide of growing illiteracy in the country. If this is done we can achieve cent per cent literacy in a very short span of time.

EXAMINATIONS

26. ADIB, Mazhar Ali. Examinerships --- Pakistan Times (Lahore) February 25, 1978.

Board and university rules require a teacher or a lecturer not to accept examinership if he has already agreed to undertake a similar assignment for any other examining body. Instances are not lacking where a lecturer has accepted a sub-examinership offered to him by as many as three Boards at a time. This has often been the cause of undue delays in the declaration of results and indifferent, unjust, and inequitable evaluation of answer books. This is a grave matter and warrants immediate and drastic action. It will be advisable if examinership offers are sent to teachers and lecturers through the heads of their institutions, who may be requested to keep a record of all the offers made to members of the staff during a given period of time.

27. AFZAL, Ulfat. Semester Sistam (Semester System) --- Mashriq (Lahore) March 6, 1978 (U).

The failure of the semester system is mainly due to the uncooperative attitude of the teachers and the students. This system cannot succeed unless both parties are determined to make it a success. Another cause of this failure is the tendency among the students not to go through their books and the closure of universities for an indefinite period.

Unless continuity is maintained in the universities, the students

will remain the sufferers as usual. Both the teacher and student communities should jointly try to create a congenial atmosphere for study. The teachers have greater responsibility to shoulder in the matter of making a success of the semester system.

28. ASGHAR, Jilani. New Exam. System --- Pakistan Times (Rawalpindi) February 7, 1978.

We are the only nation in the world which claims to be the first in every field. We retain this position for a year or so and then drop it because something happens either to the system or to our psychological make-up. This system of 'yes' or 'no' was tried in the questions on functional grammar when remedial English was introduced at the degree level. The funniest part of the whole process was that the student who could not put the subject and its verb together scored the highest marks in the hit-and-run system 'Yes' or 'no' echoed from one end of the Hall to the other, and nobody could do anything.

In English, the system of 'objective questions' will have disastrous results. Students are expected to have some kind of expression (good, bad, or indifferent). The new system, which has been much applauded, will only give us computerized candidates' fed on data supplied by the agencies in the vicinity of the Examination Hall. Let us beware of empty experimentation in the field of education.

29. BHATTI, Khaleda Javed. Hamaray Imtehanaat (Our Examinations) --- Nawai Waqt (Rawalpindi) January 9, 1978 (U).

The present system of examinations has become outdated and has lost all its utility. The present practice is just to promote the students from one class to the other without judging their merit. When such students enter practical life, they find the doors of all useful employment closed against them.

The semester system should start at the college level throughout the country. This will at least rid the students of the tendency of copying in and memorizing for the examinations. This system will also encourage our students to pay more attention to reference books. Almost all the developed countries have adopted this system with success. Some of our universities havealso taken to this system and are doing very well.

30. MAJAZ, Iftekhar. Semester Sistam (Semester System) --- Mashriq (Lahore) February 24, 1978 (U).

Regular study is a prerequisite for the success of the semester

system. The tragedy in our country is that the required books are not available for the students. Although every department has its own library, majority of students cannot benefit from the books. The reason is obvious. Compared to the number of students, the number of books is inadequate. What is needed, therefore, is to keep adequate copies of books on all subjects. Shortage of teaching has also become a great problem in the smooth running of the semester system. The semester Committee of the Punjab University is seriously thinking of jettisoning this system. And so is the case with the Karachi University. The implementation of this proposal will mean that the old system will be revived and the students will have to suffer again.

31. Semester System and its Appraisal --- The Varsities (Karachi) Vol. III(1): 28-30. January-February, 1978.

This is an account of the recommendations of the Committee of Experts drawn from the universities/colleges of the Punjab and NWFP to make appraisal of the semester system. The Committee noted with satisfaction that the semester system introduced recently in the various universities has on the whole made a good start. It was however, felt that for an effective implementation of the system there was need for continuous evaluation of the difficulties.

The recommendations of the Committee are listed under the heads: 1) shortage of staff; 2) orientation of teachers; 3) worklead; 4) accountability; 5) incentives; 6) remunneration for conducting semester examinations; 7) exchange of teachers; 8) physical facilities and finances; 9) student activities; 10) orientation of students; 11) library hours; 12) techniques of teaching; 13) semester rules and procedure; 14) dropouts; 15) outlines of courses; 16) inter-university migration; 17) equivalence of degrees/grades; 18) review of teaching and examination at B.A./B.Sc. level; and 19) continuous appraisal.

LANGUAGES, TEACHING OF

32. ABEDI, Razi. A Meaningful Approach to English Literature --- The Varsities (Karachi) Vol. III(1): 26-27. January-February, 1978.

Teaching of the literature of a foreign language must serve some practical interest, because otherwise there is no justification for subjecting our students to its discipline. In our universities the teaching of English literature is further confounded by our haphazard approach to it. We need to formulate a Pakistani approach to English literature. We have to relate English literature to our

national needs. The department of English Language and Literature of the Punjab has drawn up a plan for this purpose.

The plan of the department has been briefly discussed under the headings: 1) semester courses; 2) research; and 3) visiting scholars.

33. ABEDI, Razi. Proficiency in English --- Pakistan Times (Lahore) 6, 1978.

Concern at English and its falling standard has again seized a few. Whatever criteria we may choose to assess the situation, there is nothing to show that English is in any way on the decline in Pakistan. Teachers' qualifications, instructional facilities, number and standards of educational institutions, international competition, and efficiency in the offices, all show a definite advance in our proficiency in English.

Criteria for admission to colleges and universities have risen so much that even students with first division find it difficult to secure admission to various classes. This is particularly remarkable in view of the rapid and prodigious growth of educational institutions in the country, the increasing number of students in various classes, and the facilities now available to them. The number of educational institutions has also increased. Besides, there is great pressure on English medium schools. When we look at the output, at our performance in English, and at the proficiency we have achieved in it, we have every reason to feel highly satisfied at the fruits of our efforts. Even if we look to the more usual routine work, we see the English as official language poses no difficulty. The main reason for English losing ground here is the conventional approach to the teaching of English.

34. ADIB, Mazhar Ali. Intermediate Kay Nataij (Intermediate Results) --- Mashriq (Lahore) January 2, 1978 (U).

There is no denying the fact that the standard of matric examination is fast deteriorating. This is the case with higher education also. According to the statistics, majority of students fail in English. The reasons are as follows: 1) The course of study in English, either prose or poetry, remain incomplete at the end of the session. The result is obvious. 2) The books on prose and poetry are uninteresting. The subjects, barring a few have nothing to do with the daily life of the students. 3) There is marked incompatibility between the matric and intermediate classes. 4) The setting of papers for the intermediate examinations is not correct.

35. GHANI, Riffat Hamid. Place of English --- Morning News (Karachi) March 13, 1978.

It would be regressive to filter out English. The language opens many doors. The dimension that the colonial background gives to its usage is best combated by a healthy national development achieved through a natural process of cultural identification and integration within our present context. It is often argued that as English is no longer the sole official language, the use of Urdu should be extended. In certain background areas English is barely known, and it would be quite acceptable for Urdu to be adopted, along with the provincial languages, as one of the two languages in circulation. If bilingualism is not offensive in terms of Urdu and English, it should not be so in terms of a provincial language and Urdu.

As the official language, Urdu is liable to be more controversial than English. Structurally, it is closer to some of the regional languages than to others, and thus the nature of its cultural threat and affront varies.

36. IQBAL, M. Meaning of Education --- Pakistan Times (Lahore) February 10, 1978.

There was a time when education meant the three Rs - reading, writing, and arithmetic. That is no longer the whole truth. Education now means developing complete human being. According to John Staurt Mill, education helps to make an individual what he is. The reason why education does not bring about any worthwhile, permanent change in some individuals is that the type of education imparted to them does not involve the recipient's whole person. It is not something about which he feels emotional flow about life in general.

The emphasis now laid on English has proved wrong. English should immediately be replaced by Urdu, our national language. The low pass percentage in examinations, both secondary and higher, is largely due to English which is the medium of instruction. So long as English remains the medium of instruction, the standard of education in our institutions will continue to deteriorate. It is high time the authorities heeded this truth.

37. KHAN, Mumtaz Ahmad. Teaching Arabic: Some Suggestions --- Morning News (Karachi) February 3, 1978.

Now-a-days, too many subjects are taught to pupils in classes I to X. It is pitiables indeed to see the students of classes I to V

carrying uneasily to schools bagfuls of textbooks and exercise books.

A national division of syllabi for different classes of school be established for introducing Arabic language, which is as difficult as English. Majority of students fail in English at secondary and higher secondary levels, and many of the successful candidates are unable to express themselves in English. The same may happen with Arabic. So, it is necessary to appoint as teachers university graduates and post-graduates in Arabic or Arabic graduates from the religious "Madrassahs" in this country. The latter should not be treated as inferior to those of other subjects. They should, rather, be given higher scales of pay so that they may put their heart and soul in the work. It is also suggested that a set of useful and interesting books should be introduced for this purpose, so that a secondary school certificate holder may be able to write the language free of grammatical mistakes and speak with fluency.

38. KHAN, Namatullah. What Ails Our Education? --- Khyber Mail (Peshawar) March 28, 1978.

Much is being said these days about the decline in education. Some are blaming the teachers, others the parents, and yet others the textbook boards. No one has so far put his finger on the real cause of our students' indifference toward their books and studies. This is an open secret, but our educationists have kept discreetly silent about it. Nowhere else in the world education is imparted in any language other than the mother tongue. After a lapse of thirty years of independence, we are still hugging English as a medium of instruction.

This policy has done tremendous harm to our education. Most of our students, both in primary and higher education, fail in English. The reason is obvious. They cannot express themselves in this language. If the medium of instruction had been their mother tongue, the percentage of failures would have been considerably lower. It is high time the government paid immediate attention to this problem of our education.

39. KHURSHID, Abdus Salam. Angrezi Ki Ta'aleem (Teaching of English) --- Mashriq (Lahore) February 10, 1978 (U).

It has been suggested that since the number of failures in English is multiplying, the teaching of English should be discontinued. Such suggestions are always based on sentiments and emotions. With the discontinuance of English, the number of illiterates will increase. The teaching of subjects like Economics, Sociology, etc.,

can only be done through English.

This does not mean that we discourage Urdu. What is being emphasized is the fact that lectures should be delivered and papers for a few basic books should be set in Urdu. However, books published in English should also be taught in universities. Otherwise, students would remain ignorant of English, The standard of teaching English should be improved.

40. KHURSHID, Abdus Salam. Ta'aleemi Nizam (System of Education) --- Imroz (Lahore) January 7, 1978 (U).

The system of education occupies the key position in a nation's life. It is painful to see that even thirty years after independence, we are up against the same old crisis in education. The first problem was that of the medium of instruction and this was ruthlessly neglected by the then educationists. They did so because they themselves were the product of the system of English education. The result was that the nation came to be divided into two distinct classes, namely, the affluent class whose children go to English medium schools, and the poor class whose children are taught in ordinary schools. If the bureaucrats were honest in their intentions, they would have easily switched over to Urdu, which is our national language. Indonesia is an example. Their national language was not as rich as ours, and education was imparted in Dutch language. But Soekarno changed the whole system and ordered that Indonesian language would be the medium of instruction.

41. MALIK, Qayyum. Teaching of Language --- Morning News (Karachi) March 18, 1978.

Parents are often heard protesting at the teaching of four languages to children at school level. The teaching of Urdu, English, Arabic, and a regional language is a burden on the young minds and leaves little time for them to learn important subjects like science, mathematics, economics, etc. But socially and geographically we are so placed that we cannot do away with any of these languages.

The problem is, however, not insoluable. There is an easy solution to it: We should teach functional English, functional Arabic, and so on, instead of aiming at high scholarship at school level in these languages. The following program is suggested for imparting functional knowledge of four extra languages at school level.

The teaching of English should start from class III for all boys

and girls. There should be lessons in conversation only for one period a day till the start of Class V. The conversation lessons classes III and IV should be taught from well-prepared books in the hands of the teachers. The teaching of Arabic, Persian, and a regional language should start from class V, with two periods a week devoted to conversation lessons in each of the three languages. Textbooks for these languages should be prescribed from Class VIII onward.

42. MALIK, Shahin. Inhetaatpazir Mey'aar-e-Ta'aleem (Deteriorating Standard of Education) --- Imroz (Lahore) February 17, 1978 (U).

The pass percentage of the successful students in the inter examination of Lahore Board this year is 25 which is lower by 5 for the last two years. The total number of students who sat for the examination was 25,700. Out of these, only 6,500 students were declared successful. Twenty five per cent of the students passed in English, which means that the percentage of failures is 75. Seventy six per cent students passed in Urdu, while 95.7 per cent passed in Punjabi. The picture presented above makes it abundantly clear that majority of students failed in English. The question naturally arises why our educationists are hugging English so dearly. It remains unanswered along with many others about education in our country.

43. SHAMIM, Farkhanda. Angrezi Aur Imtehani Marhalay (English and the Stages of Examination) --- Jang (Rawalpindi) February 2, 1978 (U).

Majority of students fail in English. One of the obvious reasons for this state of affairs is the evil habit of relying upon the so-called test papers and guide books for passing examinations. The students and the teachers use the same guide books. If the teachers dictate to the students anything at all, they do so from the same guide books. They encourage the students to memorize whole guide books and test papers. They turn the students out of the class if /have the latter/nc guide books or test papers with them.

The method of teaching also varies from school to school. Some of the students get nervous from the beginning and find no alternative but to memorize the lessons. The wrong system of examination has also made English a difficult subject. The students get tired of reading them all. According to statistics, majority of students fail in English.

LIBRARIES.

44. SALAM, Abdus. Ziada Librarian Qaim Ki Jaen (Establish More Libraries) --- Imroz (Lahore) March 28, 1978 (U).

Library Association of Pakistan has called upon the government to set up more libraries in cities and spend at least one per-ent of the educational budget on them. Nobody would disagree with this demand. Libraries play a very important role in a nation's social, cultural, and political spheres of activities.

Every individual cannot afford to buy all books, magazines, and newspapers to his thirst for knowledge. This need of an individual is fulfilled by the libraries. Students and teachers benefit from the libraries in educational institutions.

The situation in the country, however, is not encouraging in this particular sphere. It is also true that trained librarians are not appointed to the job in our libraries. Moreover, there is no system for the purchase of books for the existing libraries. Committees should be appointed in every library for the purchase of books and magazines. Librarians should be invariably included in these committees. Librarianship is a respectable profession, and the librarians in this profession should be given all rights and privileges they deserve.

MEDICAL EDUCATION

45. AHMAD, Tanveer. Medical Collegon Mein Dakhla (Admission in Medical Colleges) --- Mashriq (Lahore) March 11, 1978 (U).

Because of the dearth of seats in medical colleges, the problem of fresh admissions has assumed serious proportions from the very beginning. Different criteria and principles were adopted from time to time to ease the situation. It was decided that the students who have obtained the highest marks in F. Sc. examination would be given the right of admission to medical colleges. This principle was not the best solution of the problem. Good marks are not the best criteria of the merit of the students. There are many instances of the rich and wealthy parents bribing the examiners for a good division for their wards. So long as no other scientific method is evolved, students should be admitted to medical colleges on the basis of their merit.

46. KAZMI, Farida. Medical Colleges --- Dawn (Karachi) February 15, 1978.

The present policy of admission to the medical colleges of Sind is imbalanced and harsh to girl students. Some relevant and

important points need immediate attention: 1) The population of our country consists of men and women in roughly equal proportions. We, therefore, need as many lady doctors as male doctors. As against this, the number of seats allocated to girls as compared to boys is drastically low.

2) College going girls and boys are also more or less equal in numbers. The numbers of male and female candidates with the 1st division in pre-medical group from Karachi are also nearly equal. This year there are 688 girls and 768 boys, the percentage being 47 and 53. Therefore, the distribution of seats between boys and girls should, in fairness, be on 50-50 basis, or at least in the proportion in which they secure the 1st division.

3) Boys have other avenues open to them in the technical line, i.e., engineering colleges, in which they get the lion's share, and some 95 per cent seats go to them.

4) Of the 1,616 seats filled on merit basis, 487 went to girls and 1,129 to boys. This means that girls are given only 30 per cent seats, while boys get 70 per cent. This is unfair, because it means that a girl obtaining 64 per cent or so may not get admission, while a boy getting lower percentage may get it.

5) In view of the expansion of education in the country, the seats in our technical institutions, like engineering and medical colleges, should not remain static but should be increased reasonably with the passage of time.

47. MOHAMMAD, Pir. Medical Colleges --- Dawn (Karachi) February 11, 1978.

The government should revise the admission policy of medical colleges in the province if it desires to raise the standard of medical education and produce good doctors. The flaws in the present prospectus should be removed and a uniform policy should be framed for all medical colleges in the four provinces of the country. The following points may be kept in mind while framing the policy: a) All students securing 70 per cent marks or more in I.Sc. (medical group) should be admitted. b) The number of seats in 1st year MBBS may be reduced, and if this is not possible, the teaching staff, laboratory equipment, and beds in hospitals should be increased substantially. c) Quota system should be abolished, and if this cannot be done, domicile certificates should be issued with due care and circumspection, and punishment should be prescribed for submitting false certificates. d) Reservation of seats for the children of doctors should be stopped.

SCIENCE EDUCATION

48. RIZVI, Syed Mujahid Hussain. Scienci Mazameen Ki Ahmiyet (Importance of Scientific Subjects) --- Nawai Waqt (Rawalpindi) January 9, 1978 (U).

The Government has decided to introduce Biology for the first time as a compulsory subject for Science Group in matric class, and the students will appear this year for examination in this subject. But the proposed syllabus for class X has come in the market very late. The teachers have no time to complete the course prescribed for class X. This change-over has several pre-conditions; appointment of qualified teachers; the provision of apparatus required for this subject; and the creation of conginial atmosphere in the class. But, unfortunately, nothing has been done in this respect. Many schools have to go without trained teachers. Some schools lack-laboratory facilities. It would have been better if this subject had been introduced as an optional at the initial stages. It is apprehended, not without reason, that a considerable number of students would fail in the examination this year.

TEACHER EDUCATION

49. KLITGAARD, Robert E. Economics of Teacher Training --- Pakistan Economist (Karachi) Vol. 17(20): 14-15. 1977.

Pakistan's shortage of trained teachers, especially in rural areas, is said to be severe and growing worse. Yet little is known about the supply of new teachers. What are the costs of teacher training, and how have they changed over time? What about the employment experience of recently trained teachers? How many have jobs, what are the salaries and what is length of job search? How many teachers would be willing to consider rural employment.

These questions are addressed in this study and the findings are presented.

TEACHERS

50. ENAYETULLAH. Asateza Aur Ma'ashra (Teachers and the Society) --- Imroz (Lahore) March 26, 1978 (U).

There is no denying the fact that a teacher occupies an important place in society and plays a great role in its spritual,

educational, material, and moral fields. It is true that the present defective system of examination has greatly lowered the standard of education, but the teachers are not solely responsible for this state of affairs. In the present situation neither the students nor the teachers feel like doing their allotted duties.

The teacher deserves respect in the society. But the present situation is otherwise. Thus, he is justified in refusing to put his heart and soul in his work. He is also one of the members of the society. When he finds that the society is not giving him his due, he becomes indisciplined and carless in sheer disgust. If he gets what he deserves, he will not run for materialistic life and hanker after illegal ways to maintain himself and the members of his family in reasonable comfort.

51. JANJUA, Khalid Mahmood. Ta'aleemi Meyaar Kiyun Gir Raha Hai? (Why Educational Standard is Deteriorating?) --- Mashriq (Lahore) February 7, 1978 (U).

Our country is up against many problems in the field of education. With the passage of time, these problems are growing in number and intensity. In order to solve these problems, the following suggestions may be taken note of: 1) While recruiting teachers for primary schools, subjects like Maths and Science should not be overlooked. 2) Refresher courses for the teachers of primary and high schools during vacations should be held in colleges or universities. There should be a separate refresher course for each subject. 3) The educational qualifications for the headmasters of primary schools should be at least B.Sc., B.T., and for others not below C.T. 4) The minimum educational qualifications for the headmasters of high schools should be M.Sc., B.T., and for others not below B.T. 5) For Intermediate classes, all the teachers must be M.A. or M.Sc. 6) All teachers of B.A., B.Sc., and M.A., M.Sc., should hold Ph. D. degrees. 7) The present system of examination needs to be revolutionized. The system of paper setting should also be changed. 8) The salaries of teachers of primary and high schools should be raised. 9) Adequate administrative powers should be given to the headmasters of primary and high schools. 10) No university teacher should be promoted merely on the basis of his length of service. He should be promoted only after he has completed any research work or has written any standard book.

52. KHAN, Mir Mohammad Nawaz. Assteza Ki Zimmedarian (Responsibilities of Teachers) --- Mashriq (Lahore) February 11, 1978 (U).

Every government that came to power, evolved its educational policy with the announcement that the department of education would be

reorganized. Unfortunately however, neither the basic changes were brought about in the educational system nor the problems of the teachers, were solved.

There is no denying the fact that teacher is the central figure in every educational policy. Without his cooperation no system of education can succeed. In order to gain his cooperation, we should improve his living standards and raise his prestige and respect in society. A lecturer is selected after a brief interview. This practice should be given up. He should be selected from among the successful candidates in civil service examinations. Only such candidates should be selected who are willing to dedicate themselves to this profession. Like the civil servants who are trained in the Academy, the lecturers should be trained in a suitable institution, say in a Teachers' Training Academy.

53. MOBINUL HAQ, Qazi. Ta'aleemi Inhetaat Ka Zimmedar Kaun? (Who is Responsible for the Deterioration of Education?) --- Jang (Rawalpindi) January 18, 1978 (U).

There is no denying the fact that the authorities, parents, teachers and students are all jointly responsible for the present deterioration in education. Students have made a hobby of politics. They are not interested in their studies. Teachers have no respect in their eyes. In turn, the teachers are not responsive to their duties. They come late to their classes, pay little attention to the students, and do not finish the course. There is nobody to take them to task. The authorities have no time to visit educational institutions and see the things for themselves. Transfers of teachers aremade on the strength of recommendations, friendships or likes and dislikes. There is no law or regulation for encouraging industrious and devoted teachers, or for repromanding those who fail to do justice to their profession.

54. RIZVI, Nasir. Talaba Aur Ustaad (Students and Teachers) --- Imroz (Lahore) January 27, 1978 (U).

The relationship between student and the teacher is a very important factor for both. Teacher plays a vital role in building the character of his pupil. If a teacher does not take keen interest in his pupil, the pupil in response, will become indifferent toward the teacher. It is the teacher who unobtrusively makes the student take more interest in his studies. In fact, a teacher has the power to make or mar the future of a whole generation.

A good teacher analyzes the student's work and wins him over to his own way of thinking. All these positive roles will help the

student carve out a future place for himself. The students who are properly guided by their teachers from the very beginning grow up as good and useful citizens. The problem of the present educational institutions is that there exists no relationship worth the name between the teacher and the taught.

55. SADIQ, Munawwar. Asataza Kay Liye Zabta-e-Akhlaq (Code of Ethics for Teachers) --- Mashriq (Lahore) January 25, 1978 (U).

The standard of education can be raised if our teachers reform themselves and set personal example for their students. The teachers should realize the respect that goes with their professions. They should stick to their profession and give up hunting for one profession after another.

There are certain demands of the M.Ed. teachers that need immediate attention. They are asking for the scale and status of a lecturer. Their agreement is that their educational qualifications are equivalent to those of a lecturer. They are justified in their demand. What is also needed is to prepare a code of ethics for our teachers.

TEACHING METHODS AND MEDIA

56. RAHMAN, Abdul. Ta'aleemi Inhetaat Ka Zimmedar Kaun? (Who is responsible for the Deterioration of Education) --- Jang (Rawalpindi) January 7, 1978 (U).

There are many causes of the deterioration in education in the country. The syllabus is defective, the system of examination is outdated, and the students and teachers are jointly responsible for the falling standard of education. Most of them do not appear to be serious in their study. They either indulge in politics or while away their time in undesirable activities. Teachers too do not perform their duties honestly. They come to the class and gossip with the students. They seem to have nothing to do with the textbooks and the syllabus.

The following suggestions may stop further deterioration: 1) Every classroom should have a time table of work. 2) Every teacher should be supplied a diary for mentioning every lesson taught by him. 3) The synopsis of a lesson taught by a teacher should be mentioned in the exercise books belonging to the students. The teachers should put their signature on every exercise book. 4) A general time-table should be placed in Headmaster's room for his guidance. 5) The teacher should be dismissed from service if majority of students fail in the subject he teaches.

TECHNICAL EDUCATION

57. MALIK, Mazhar Ali Khan. Engineering Education --- Pakistan Times (Lahore) March 8, 1978.

The efforts of developing countries for the promotion of technical education is praiseworthy. The number of degree colleges and universities in Pakistan rose from 2 to 7 during 1947 - 1975, and the number of students rose from 600 to 10,000. In the meanwhile, the number of polytechnics rose to 32, which enrol additional 10,000 students.

But emphasis must now shift to quality no less than quantity. Quantity is, of course, important, because Pakistan has only three Engineering Universities. To create the needed quality, the existing engineering curricula should be blended with strong doses from accounting economic management and "operations research". When this is done, it would become a new branch of engineering which is called industrial engineering in the USA and operational research in England. Advanced design courses should be eliminated from the final year of the Engineering degree course in Pakistan. These courses should be substituted by Statistics, Work Methods, Computer Operation Research, Engineering Economics, Analysis and Production Management.

58. REHMAN, Shafiqur. Polytechnics --- Dawn (Karachi) March 8, 1978.

The existing polytechnics and technical colleges were established some eighteen years ago with the initial expenditure of millions of rupees mainly to cater to the needs of the industry. Most sophisticated equipment and machinery imported from abroad through International Development Authority has been installed in the radio electronics, T.V. labs, Electrical, Mechanical, and Civil workshops for practical training.

Some engineering colleges and universities do not have such modern facilities for the practical training of their students. Unfortunately, the Technical Wing of the Education Department running these institutes was entirely ignored in the past. Directors, Principals, and teachers serving in the Technical Wing of the Education Department hold high engineering and science degrees. A lot of M.A's also serve as teachers in this department. As the chances of promotion and working conditions worsened during the last ten years, most of the teachers with many years of services to their credit resigned and joinedother departments. Some such teachers have left this department and joined colleges of general education where they have better chances of promotion. Even those who remain are in search of better jobs elsewhere.

TEXTBOOKS

59. KHAN, Habib-ur-Rahman. Textbooks for Schools --- Morning News (Karachi) February 4, 1978.

A committee consisting of educationists from every province should be constituted to examine all books on each subject from Class I to Class X and to select the best ones. Few persons at the policy making level have a chance of seeking the curricula and the textbooks that are taught to their children in the schools. The narration and the text is outmoded, at times irrelevant, factually incorrect, and difficult to understand. As a result, the students either develop resentment or indifference toward certain subjects, particularly that of Islamiyat and Islamic History. It is high time all these books and curricula were studied thoroughly before inclusion as text books in the course of study.

A glance at the books from Class I to Class X would show that the only object before various Textbook Boards was to oblige as many writers and authors as possible. This has flooded the market with scores of books on each subject for every class. Again, there is no sense in introducing different books written by different foreign authors on the same subject for the same class. The subject of civil defence and first aid should be made compulsory in Classes IX and X for boys.

60. MALIK, Qayyum. Poor Books, Poor Pupils --- Morning News (Karachi) February 28, 1978.

The standard of our education is appalingly low, and most of the boys and girls who pass the matriculation examination are unfit for higher studies or for specialization in any of the professions. The following causes are generally listed for the poor educational standard at the school level in our country: 1) The students pay no attention to their studies. 2) The teachers are not conscientious in the performance of their duties. 3) The parents do not keep a watchful eye on the educational progress of their children. 4) Essential facilities, like libraries and laboratories, are either non-existent or inadequate in our schools. 5) The quality of textbooks is deplorably poor. They bear no relationship to the stages of the child's mental development or to the realities of life around him.

But the main cause of the rot lies in the textbooks. The students cannot comprehend or grasp what these offer for study. To save ourselves from utter educational disaster, we must immediately attend to the task of preparing suitable textbooks that can teach

things related to the hard facts of our day-to-day life and impart knowledge that the young mind can digest. It might be a difficult and costly exercise to prepare the school textbooks all at once. The change may be spread over three years, the first year being devoted to the requirements of the first four classes at the primary level.

WOMEN'S EDUCATION

61. FARZANA, (Miss). D.I. Khan Girls College --- Khyber Mail (Peshawar) January 31, 1978.

It was undertaken to provide this college with lecturers of all subjects. D.I. Khan Girls College was established some twenty years ago. The posts and funds for the college, however, were given with close-fisted hands. There is yet no post of lecturers in Pushto, although it is the mother tongue of two-thirds of the population of the district. Again, at least seven of our lecturers remained detailed to the Frontier College for Women, Peshawar, for the last 15 years. Yet, the authorities claim that there is a ban on detailing. How influential those lecturers are can well be imagined. Even Martial Law Authorities could not send them back to the institutions wherefrom they draw their salaries. The government is, therefore, urged to rectify the injustice done to this district.

62. MALIK, Qayyum. Girls Education: Separate Syllabus Needed --- Morning News (Karachi) February 14, 1978.

It is not a wise policy to have the same education for boys and girls at this stage of our social development. The two sexes have different roles to play in life. Different courses of education for boys and girls do not involve inequality of status between the sexes. It simply means that different roles demand different training. The training of a housekeeper, who is also a wife and mother, cannot be the same as that of a bread-earner. Women should be taught subjects like the art of good housekeeping, medical care of the family, proper upbringing of children, elementary psychology etc.

A knowledge of history, geography, mathematics, and science is no doubt a necessary part of general education for children, but long, dull, intricate, and time-consuming courses of study in these subjects should not be the be-all and end-all of the education of girls. The different roles of men and women in our present social pattern demand different systems of education for the two sexes. The system should be such as to cover the requirements of the

massive majority who aim at becoming good housewives after about ten years of schooling and also of those who wish to go for college and university education in preparation for a profession.

63. MALIK, Shuja. Home Economics --- Pakistan Times (Lahore) January 12, 1978.

There is only one college of Home Economics for the entire province. With the expansion of education, the number of students has risen out of all proportions. It is proposed that one full-fledged and fully equipped faculty of Home Economics should be added to the Government College for Women, Multan, to meet the demand of the eight districts of the Multan and Bahawalpur divisions and another to the Government College for Women, Rawalpindi to cater to the needs of the Rawalpindi and Sargodha Divisions.

The medium of instruction at these faculties must be Urdu. The present College of Home Economics is the only Government College where the medium of instruction has not changed, and it is producing a special class of students who get their early schooling in English medium institutions. With the introduction of Home Economics as an important subject, we need a large number of teachers for the secondary schools and colleges situated in small cities where the medium of instruction is Urdu.

64. MOHSIN, Mir. Women's University --- Dawn (Karachi) January 8, 1978.

The Chief Martial Law Administrator had recently referred the question of selecting a suitable site for the proposed women's university to a representative committee. The Women's University was to be established at Lahore. The question now is whether it will be a single-subject university, or will allow such subjects in the postgraduate classes as are popular with the women students. The subject that are already allowed in the M.A./M.Sc. by such students at Lahore are: English, Economics, Physics, Home Economics, Fine Arts, and Psychology. The Women's College at Lahore is already running these post-graduate classes with senior and qualified staff and is capable of adding to the list additional subjects to meet any future demand. In other words, it is a multiple-subject university.

65. RABIUNISSA. Education for Women - A Necessity Not a Privilege --- Dawn (Karachi) February 16, 1978.

The aim of an educated woman is to find suitable vocations. "Home is your center but not your circumference," so goes a familiar

saying. It augurs well that many Afro-Asian countries are devising ways and means to equip the girls for a positive role in various walks of life by holding science and art classes, technical art schools, classes in manual training, cookery, needlework, embroidery, etc., where girls are taught the latest methods in these arts and crafts.

Education is the traditional profession of women. It still continues to absorb by far the greatest number of educated women. Their biggest contribution is the training they impart to the future generation. Professional nursing and allied fields come next in the line. Educated girls are more anxious to go into industry with its regular hours, higher pay, and greater companionship than into domestic services. The balance in the home has shifted. As women take more active roles in the life around them, society finds it easier to see them in a new light and to appreciate their competence, their steadfastness, their versatility and their capacity in the building of the nation without losing their feminity or jeopardizing their homes. Let the government provide all facilities to our girls to educate themselves in all fields of life.

GENERAL

66. AHMAD, Muzaffar. Ta'aleemi Inhetaat-Aik Jaiza (Educational Deterioration - An Analysis) --- Nawai Waqt (Rawalpindi) January 18, 1978 (U).

Everybody is deeply concerned at the seriousness of deterioration in education throughout Pakistan. One of the root causes of this deterioration is the decision that no student should fail in classes from I to IX. The result is that even the students who are not up to the mark are promoted to higher classes. Thus, the ratio of failures in matric is rising year by year. It is, therefore, necessary to re-start the examinations in classes V and VIII.

With the change of syllabus, arrangements should be made to start refresher courses for the teachers. Thanks to bad planning, some teachers have done refresher courses in Physics, Chemistry, Biology, and Mathematics, although they are not required to teach any of these subjects. Most of the teachers have not gone through any of these refresher courses and so cannot teach any of these subjects.

The number of new educational institutions has increased during the last few years, but because of the paucity of funds, these institutions could not be equipped with necessary equipments. One of the factors that has caused deterioration in the standard of education is that the number of teachers has decreased, while

the number of students has increased.

67. HUSAIN, Mohammad. Standard of Education --- Dawn (Karachi) March 19, 1978.

Our falling educational standards are the direct result of the low quality of instruction, the dearth of basic educational aids, and administrative inefficiency and mismanagement. The fundamental role of teachers in the development of education can hardly be overemphasized. There has also been a perceptible decline in the spirit of dedication and idealism which at one time characterized the profession.

Another major issue is the lack of sufficient emphasis on the training of teachers and, more important, on in-service training which is so vital to help them keep abreast of the latest developments and methodologies in their respective disciplines. Thus, the quality of teaching has declined, inevitably resulting in the lowering of the students' standards.

The shortage of books and library facilities in the institutions of higher learning is another major factor contributing to the decline in academic standards. One major cause of our failure to introduce the required reforms in the quality of teaching and in book production is our inability to define our educational goals. All this has resulted in an indiscriminate and unplanned expansion of higher education, the tendency being to measure educational progress in purely quantitative terms.

68. KHURSHID, Abdus Salam. Nizam-e-Ta'aleem (System of Education) --- Nawai Waqt (Rawalpindi) January 9, 1978 (U).

The crisis in our educational system goes as far back as thirty years. The medium of instruction was the foremost problem which is yet to be solved. The educationists who were in charge of education at the time of the establishment of Pakistan, preferred English as the medium of instruction in our educational institutions. They had the support of the bureaucrats. The result was that the nation found itself divided into two distinct classes - the affluent class and the poor class. The children of the affluent class were educated in English schools, and the children of the poor class attended general schools. This state of affairs has continued more or less unchanged to this day. Examinations are held by the Federal Public Service Commission and the Provincial Public Service Commissions in English, although Urdu has been declared as the national language of Pakistan.

It is argued that our children would be deprived of the international fountainhead of knowledge if Urdu is made the

medium of instruction. This is false logic. Every nation, old or new has its own national language for use in all spheres of national life.

Educational problems cannot be solved merely by opening schools, colleges, and universities. We have no arrangements for the training of teachers who are to work in our colleges and universities.

69. KHURSHID, Abdus Salam. Pakistan Kay Ta'aleemi Masa'il (Educational Problems of Pakistan) --- Mashriq (Lahore) January 8, 1978 (U).

It is regrettable that even thirty years after independence we have failed to evolve a proper system of education. English language is still very much with us. The Public Service Commissions, both Federal and Provincial, hold their examinations in English. The result is that those who have command over this language easily get through the examinations. Most of the successful candidates come from the rich class. Urdu, which is our rational language, commands little respect. Its importance is just on the paper. It was laid down in the Constitution of 1962 that Urdu would be given the status of an official language after fifteen years, but how unfortunate nothing has been done to put in to practice this pious declaration. The best that can be done in this connection is make Urdu the official language and to hold all competitive examinations in this language.

70. LODHI, Ibadur Rahman. Hamara Nizam-e-Ta'aleem (Our System of Education) --- Jang (Rawalpindi) January 5, 1978 (U).

There is no denying the fact that two different systems of education in a country bring nothing but chaos. We should develop a uniform system of education for the whole country. The first and foremost pre condition for the production of good students is that utmost care and vigilance should be exercised in the matter of appointing teachers. They should be fully qualified for the job and must pay full attention to their work. Their devotion to their profession should be unquestionable.

The students who get the first division, go in for civil service, and those who get the second or third division become teachers. This practice should be discouraged. At present, most of the college teachers [are] untrained. This is preposterous. Like the school teachers every intending college lecturer should undergo regular training before taking up his profession. The semester system should be introduced in every college with immediate effect. This system is in vogue in universities and has yielded encouraging results.

71. MALIK, Qayyum. Present Educational System --- Pakistan Times (Rawalpindi) February 3, 1978.

We have a frightfully low standard of education, which is leading us fast to fearful educational and intellectual disaster. If determined efforts are not made to improve the state of affairs, our professions and trades will, in the years to come, be manned by third-rate mediocres. The woeful poverty of our educational attainments is evidenced from the records of the Public Service Commission. In one case, out of 850 candidates appearing for a competitive examination held recently, only five could get through and only five more could pass with the help of grace marks.

There is no exageration in the observation that as many as 90 per cent of our students derive little or no benefit from what is taught to them at schools. Over 60 per cent of the students who get through class IX and class X examinations, do so by cheating. The rest manage to pass by mugging things by heart. Only a few students, who are naturally bright, profit from the courses of study.

For the miserably low standard of our education, the following causes are generally listed: 1) Teachers are not conscientious in the performance of their duties. 2) Students pay no attention to their studies. 3) Parents do not keep a watchful eye on the educational progress of their children. 4) Textbooks are deplorably poor in quality. In order to determine the extentof the baneful effects of this dreadful situation, it is suggested that a scientific study of the causes of our poor educational performance should be made.

72. MEKHRI, G.M. Secular Education --- Morning News (Karachi) March 20, 1978.

As knowledge gained through secular education is verifiable and demonstrable, the nations that have earnestly taken to it have made remarkably fast progress. Those who have lagged behind, now find themselves far outstripped and incapable of even making good the handicap. Japan, for instance, does not produce even a grain of iron or any other metal in its chalky land. Yet, thanks to its intensive secular education, it enjoys enviable industrial and financial greatness. Examples can be multiplied to establish the thesis that only those nations, with or without natural resources, made their mark in the world that have given greatest priority to secular education. Imagine what our own doctors and engineers and technicians would have been but for secular education.

73. MUSTAFA, Hafiz Ghulam. Ta'aleem Ka Dohra Nizam (Dual System of Education) --- Jang (Rawalpindi) March 13, 1978 (U).

In order to do away with the dual system of education prevalent in our country, the following suggestions deserve serious attention: 1) Majority of seats in the colleges should be reserved for the students coming from Urdu medium schools. 2) A few seats should also be reserved for the students coming from Madrasahs. 3) Teachers should be called to explain for bad results. 4) Setting up of private schools should be encouraged, because unless an atmosphere of competition is created, educational standards cannot improve. 5) Higher technical education should be imparted through the medium of Urdu. Technical English words should be retained in Urdu. 6) Public Service Commission should also give importance to the national language. Let us not forget that the present double system of education is causing much harm to our children. It is high time English was replaced by Urdu.

74. NIAZI, Ghulam Yaseen Khan. Hamara Me'yar-e-Ta'aleem Past Kiyon? (Why Standard of Education on Decline?) --- Nawai Waqt (Rawalpindi) February 11, 1978 (U).

The moot question is how to improve the training system of primary school teachers. The following answers suggest themselves: 1) The cases of all the teachers who have failed to complete their training within the stipulated times should be critically studied. 2) Only suitable teachers should be admitted to this profession. 3) A board should be instituted to recommend to the government the measures for improving the standard of education. 4) The teachers who have passed only one year's course should not be allowed the scale of salary admissible to those who have done two years' course. 5) Arrangements should be made to offer another year's training to the teachers who have completed only one year's training.

75. RAHMAN, Raziur. Deepening Crisis in Education --- Pakistan Economist (Karachi) Vol. 17 (43): 22-27. 1977.

The present situation of education in Pakistan is causing concern to the professionals and laymen alike. Education, is, in fact, in the state of crisis, which is deepening as the time passes. The crisis is being felt at all levels primary, secondary, university, technical and vocational. It is evidenced by the imbalance in demand and supply of school places in big cities as well as in small towns.

Over crowded class rooms, over-worked teachers, double shifts, inadequate teaching materials, illequipped laboratories, absence

of libraries, and lack of proper facilities of playgrounds are some of the usual sights in schools of Pakistan.

It is pointed out that it is high time that a commission on school education is appointed to review the existing situation and recommend measures to improve the system on long-term basis.

76. SALEEM, Mohammad. Ta'aleemi Pasmandagi Kay Asbab-o-Alal (The Reasons for Educational Deterioration) --- Nawai Waqt (Rawalpindi) January 16, 1978 (U).

One of the most obvious reasons for the deterioration in the system of our education is that mother tongue is not employed in the process of teaching. In all developed countries, students are taught through their mother tongue.

More importance should be given to the practical side of science and technological education. It has been observed that only the theoretical side of science is taught to the students. This does not create interest in our students.

Majority of primary schools that have been opened in rural areas are not functioning properly. This is so because female teachers are not prepared to teach in a school far from their residence. Most of the female teachers belong to the cities. The only solution is that all the primary schools exclusively meant for girls should be converted into co-education institutions, and the male teachers should be posted to such schools. The female teachers should be posted to the schools in urban areas. It is also suggested that educational institutions should be looked after by the private sector. Bureaucrats have miserably failed to improve the standard of education.

77. USMAN, Mohammad. Ta'aleem Mein Nakami Kay Asbab (The Reasons for Failure in Education) --- Imroz (Lahore) March 19, 1978 (U).

Some of the causes of our failure in education are as under: 1) The number of students has increased while the ratio between the teachers and the taught has fallen in the schools and colleges. 2) The resources at the disposal of the government are insufficient for meeting the needs of modern education. 3) The pressure of social problems in life has intensified. The result is that the teacher does not feel like working honestly. 4) Our primary education is defective as ever before. This is largely due to the fact that the teachers at the primary level are not trained. 5) The standard of syllabus is falling day by day, while the size and number of books is increasing. 6) There exists no direct relationship between the communication media and education.

7) The political situation in the country distracts the attention of the students from their studies. 8) The general feeling of doubtand unrest has adversely affected education in the country. 9) We have no effective means of stemming the tide of foreign precepts and practices into our country.

HIGHER EDUCATION (Special section)

78. ABRO, A.A. and JUNEJO, A.A. Mehran University of Engineering and Technology, Nawabshah --- The Varsities (Karachi) Vol. III (1): 18-25. January - February, 1978.

The history of the establishment of the Mehran University of Engineering and Technology is traced. Started as a college in Jamshoro in 1963, it became a full fledged university in March, 1977 through promulgation of Mehran University of Engineering and Technology Ordinance and later the Act, 1977.

The detail of the working and program of the university is presented under the heads; 1) The scheme; 2) the two new campuses; 3) hostels; 4) higher studies and research program; 5) practicing engineers; 6) the faculty; 7) teachers; 8) the library; 9) laboratories and workshop; 10) the faculties and affiliated colleges; 11) examination system; 12) the administration; 13) various sections; 14) students' welfare; and 15) the future role.

79. AKHTAR, Nasib. A List of publications of University Teachers --- Karachi, University of Karachi. 130 p. 1978.

A brief introduction of the Faculty of Arts is presented. The faculty at present comprises of seventeen departments, one area study institute and a Pakistan Studies Center and has 144 full time teachers in the faculty. Over 2,800 students were enrolled in the various departments in the session 1975-76.

The research work done by the Faculty members is quite impressive. The present brochure provides a statement of the published work of the teachers in the various departments. Works published till December 1976 is included in the brochure. The arrangement of the bibliography is by department and in department by teachers.

80. ALI. Mahfooz. Money or Men --- Pakistan Economist (Karachi) Vol. 18(11): 39-41. 1978.

Preoccupation of universities with financial worries can divert

their attention away from the task of human capital formation and research developments. The University of Karachi worked on most rigorous cost controls in the past few years. Yet the University experienced mounting deficits on current account which have accumulated to about 3 crores rupees. The income-expenditure equation was thrown out of the balance in 1972 and it has not been fully corrected yet.

The subject of university finances is under active consideration of the government and it is hoped that not only the deficit will be wiped off, but there will also be a sufficient increase in the annual recurring grant. The criterion for university grant is briefly discussed. Some discussion is made about the quality of development in teaching and research standards.

81. Faculty of Pharmacy --- Karachi, University of Karachi. 73 p. 1978.

In 1964, the department of Pharmacy was established in the Karachi University with 3 teachers and 30 students. In 1973, this department became a full fledged faculty accommodating nearly 600 students at the undergraduate level. The present strength at the postgraduate level is about 50, of which some 30 are doing their M. Pharm, while the remaining 20 are equally divided in M. Pharm. and Ph. D. Work. The faculty is now planning a post-graduate Research Center for Pharmaceutical Science to provide a nucleus for higher training and research at the national level.

The details of all 4 departments are provided along with the bio-data of professors.

82. Faculty of Science --- Karachi, University of Karachi. 72 p. 1978.

The University of Karachi was established in 1952 with only six science departments. At present, there are 19 science departments with 258 teachers and about 4000 students studying up to M.Sc. level. In addition to this, more than 100 students are enrolled each year for research programme leading to M. Phil. and Ph.D. degrees. The history of the faculty and its programme and achievements are briefly mentioned.

Details of the departments, institutions, and research centers are also provided. In the case of departments, the details of the teaching staff, enrolment of students, and research activities and projects are described. Similar information is given about the institutions.

83. HASAN, Syed Saieed. The Student Movement --- Pakistan Economist (Karachi) Vol. 18 (11): 42 and 27. 1978.

The students movement in Karachi University was not a simple movement of immature mind or manifestation of some kind of dilemma of youths of Karachi. The students movement in Karachi University was essentially and in true sense a movement for consolidation and progress of Pakistan. It was an all Pakistan movement, although for few years it remained confined to Karachi. This movement was a continuation of the movement for creation of Pakistan and its aftermath.

The history and achievements of the students movement are briefly traced, pointing out the reasons and situation which prompted the students to mount a progressive students movement.

84. HASSAN, Gul. Plight for Education --- Khyber Mail (Peshawar) February 5, 1978.

The Inter results were announced recently. They brought in their wake a lot of frustration. They only show that the province has been wasting incalculable time, talent, and of course money. That the results of the private candidates should be better than those of the regular ones is a sad commentary on the work of college teachers.

Some of the colleges have shown only 60% results. This poor province, and for that matter the poor country, has done all it could to give them maximum benefits in the form of pay, allowances, etc. They have even enjoyed the benefit of five advance increments as well. Now they can see for themselves the net result of the service or diservice they have been doing all along to the nation. The Inter results should convince the Government that all is not well with the education department. It is high time the black sheep among them were weeded out and the careless ones were made to work hard.

85. HUSAIN, Zafar. Teachers' Shortage --- Pakistan Times (Lahore) January 19, 1978.

After private institutions were taken over by the previous government in 1972, it was earnestly hoped that some concrete steps would be taken to improve the situation prevailing in our colleges. But to our dismay, the education authorities remain as indifferent to this matter as ever.

One of the problems relates to the shortage of lecturers. For instance, in the Government Islamia College, Chiniot, one lecturer

has been teaching three different subjects in commerce ever since the nationalization of educational institutions. Five periods per day looks inhuman, but the poor lecturer is earnestly taking the classes in the hope that his strenuous work load would soon be shared by some new incumbents. His dream has not yet come true.

The Department of Economics is also facing the same problem. Only one lecturer is running the entire Department which consists of four arts and one Commerce classes. Consequently, the students, physically exhausted and mentally disturbed, have to study the subject of Economics in the last period. Such arrangements often result in low pass percentages in the subject in the board and university examinations. It is hoped that the authorities concerned would take appropriate measures to make up the lecturers' shortage.

86. KHAN, Amanullah. Pakistan Universities Sports Board --- The Varsities (Karachi) Vol. II(6): 26-30. November - December, 1977.

With the establishment of the University Grants Commission, the Pakistan Universities Sports Board came into being as a subsidiary and statutory Committee of the University Grants Commission for Sports, Cultural activities and matters ancillary therete for the universities of the country at a wider range and in a reorganized shape. The Board since its inception has done a lot to fulfil its objective falling within the context of its obligations.

The details of the working of the Board are provided under the heads: 1) membership; 2) functions; 3) sub-committees; 4) affiliation; and 5) other activities.

87. KHURSHID, Abdus Salam. Rotation System (Rotation System) --- Mashriq (Lahore) January 27, 1978 (U).

Rotation system that exists in the university has greatly affected the standard of teaching. This system revolved round three senior teachers for two years. It would have matured little if it had revolved among teachers of equal status. But when a junior teacher becomes the head of a department and the senior teachers have to work under him, the entire working of the system of education is affected. The sooner this system is done away with, the better for our education.

If, however, the old system of making the senior most teacher the head of the department is adopted, it should be made mandatory for him to work in consultation with the Council of Teachers. If the system of rotation is continued the membership of the policy

making institutions should be given to the senior most professor. The tradition of the election of the Dean of Faculty also should be discontinued. The appointment should go to the senior most teacher. This will help stabilize the system of education.

88. Kullia Ma'arif-e-Islamia (Faculty of Islamic Studies) --- Karachi, University of Karachi. 17 p. 1978 (U).

This is a brochure about the Faculty of Islamic Studies of the University of Karachi. It begins with a brief introduction and give a list of the publications of teachers up to December 31, 1976.

The description is given under the heads: 1) introduction; 2) introduction of the Faculty of Islamic Studies; 3) present status, curriculum, medium of instruction, educational program; 4) present teaching staff; 5) research theses; 6) number of students; 7) published works of teachers; and 8) suggestions for development of the department.

89. MOHAMMAD Afzal Husain Qadri Biological Research Institute --- Karachi, University of Karachi. 33 p. 1978.

The Biological Research Center was established in implementation of the proposals by the late Dr. Afzal Qadri for the development of higher research in biological sciences at the University of Karachi.

The details of the Center are provided under the heads: 1) preamble; 2) facilities available; 3) resume of the work in rprogress; 4) research projects financed by national and international agencies; 5) publications; 6) research associates; and 7) research worker index. A list of advisory panel of the institute is provided in the beginning.

90. NAJMUDDIN, S.M. University of Karachi - From Infancy to Adulthood --- Pakistan Economist (Karachi) Vol. 18 (11): 33-38. 1978.

The writer traces the history of the University of Karachi from infancy to adulthood. The University of Karachi Act, 1950 passed by the first Constituent Assembly in 1950, formally decreed the incorporation of the University of Karachi as teaching and residential University. As the Karachi University completes 25 years of its existence, it ranks among the best universities of the country. When it came into being, it had no building of its own, even for an office nor staff adequate enough to start the initial work. Today the number of students is 7,986 including 110 for M. Phil and 43 for Ph. D. There are 9 faculties and 50 departments. The number of teachers is 329 including 163 Ph.Ds.

There are 57 affiliated colleges which prepare about 12,000 students every year for the bachelors' degree examination in various fields.

91. QURESHI, Ishtiaq Ahmad. Degree Colleges --- Dawn (Karachi) March 4, 1978.

The scheme to federalize university education, if adopted and put into effect in all earnestness, will go a long way in removing curse of provincialism from our body politic and will also help create the atmosphere which is essential for the acquisition of knowledge in the institutions of higher learning. University education does not merely mean education imparted in a university. It also includes the education that is being imparted in the 'Degree' colleges. Like the universities of this country, Degree colleges hold Degree classes and some of them also conduct post-graduate classes. It would be in the interest of the students if the Government federalizes Degree colleges along with the universities.

The general impression is that college teachers are lower in rank and grade than the teachers of the universities. The fact that they possess the same educational qualifications, teach the same courses, and take as many classes is usually ignored for all practical purposes. It is imperative that the college teachers, who have no less ability than their counterparts in the universities, should have equal opportunities of self-improvement.

92. WARSI, Syed Barkat. Reminescence of My Student Days --- Pakistan Economist (Karachi) Vol. 18(11): 41-42. 1978.

These are the reminiscences of the writer's student days at Karachi University in early fifties. Teachers at the time were of very high scholarly standing and devoted to their profession. The teachers took interest in the students even to the extent of paying personal attention for the academic advancement and character-building of students. One outstanding feature of those days was that majority of the students were employee students and teachers treated them at par with full-time students.

The students had great unity at the time and there was no hard line polarization among students despite political rivalries.

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WRITERS' INDEX

ABEDI, Razi, 14,15

ABRO, A.A., 36

ADIB, Mazhar Ali, 12,15

ADIL, Hasan, 19

AFZAL, Ulfat, 12

AHMAD, Mushtaq, 1

AHMAD, Muzaffar, 30

AHMAD, Tanveer, 20

AKHTAR, Nasib, 36

ALI, Anita Ghulam, 6

ALI, Mahfooz, 36

AMIN, Mohammad, 4

ASGHAR, Jilani, 13

BHATTI, Khaleda Javed, 13

ENAYETULLAH, 22

FARZANA (Miss), 28

FATMA, Niaz, 2

GHANI, Riffat Hamid, 16

HASAN, Syed Saieed, 38

HASSAN, Gul, 38

HUSAIN, Mohammad, 1,31

HUSAIN, Sabir, 7

HUSAIN, Zafar, 38

IQBAL, M., 16

JABIN, Hamida, 11

JAFERY, Basharat Ali, 2

JANJUA, Khalid Mahmood, 23

KAZMI, Farida, 20

KHAN, Amanullah, 39

KHAN, Ehsanullah, 8,9,10

KHAN, Habib-ur-Rahman, 27

KHAN, Mir Mohammad Nawaz, 23

KHAN, Mumtaz Ahmad, 16

KHAN, Namatullah, 17

KHURSHID, Abdus Salam, 17,18,31,32,39

KLITGAARD, Robert E., 22

LODHI, Ibadur Rahman, 7,32

MAHMOOD, R., 4

MAJAZ, Iftekhar, 13

MALIK, Mazhar Ali Khan, 4,26

MALIK, Qayyum, 5,11,18,27,28,33

MALIK, Shahin, 19

MALIK, Shuja, 29

MEKHRI, G.M.,33

MOBINUL HAQ, Qazi,24

MOHAMMAD, Pir,21

MOHSIN, Mir,29

MUSTAFA, Hafiz Ghulam, 34

NAJMUDDIN, S.M.40

NIAZI, Ghulam Yasin Khan, 34

QURESHI, Ishtiaq Ahmad, 41

RABIUNISA, 29

RAHMAN, Abdul,25

RAHMAN, Raziur,34

RAHMAN, Shafiqur, 26

RIZVI, Nasir,24

RIZVI, Syed Mujahid Husain, 22

SADIQ,Munawwar,25

SALAM, Abdus, 20

SALEEM, Mohammad,35

SHAMIM, Farkhunda, 39

SIDDIQI, M. Raziuddin, 3

TARIQ, Sadiq Husain, 3

USMAN, Mohammad, 6,35

USMANI, Wahid,11

WARSI, Syed Barkat,41

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